

DRAFT

DEPENDENTS EDUCATION COUNCIL NOVEMBER 6, 2002

SUBJECT: Dependent Education Toolbox for Overseas Installation Commanders

BACKGROUND: The DoD Dependents Education Counsel (DEC) has expressed ongoing concern about the need for a comprehensive DoD policy addressing home schooling, including installation commander responsibilities in this area. On May 1, 2002, the DASD (MC&FP) sent a memorandum to the military services seeking legal guidance regarding the extent, if any, that overseas installation commanders are responsible for ensuring that dependents under their jurisdiction are properly educated. Based upon the input received from the services, a "toolbox" is being developed covering installation commanders' responsibility and authority in the following areas: (1) allegations of educational neglect; (2) ascertaining school choice; (3) assessment of home schooling programs; (4) auxiliary services for home schoolers; (5) compliance with host nation home schooling requirements; (6) discipline of home schoolers; and (7) a sponsor's right to home school.

DISCUSSION: Overseas installation commanders have legal authority to deal with issues such as educational neglect and lack of supervision arising from, or related to, home schooling of dependents within their commands. The Family Advocacy Program contains appropriate mechanisms for addressing allegations of neglect, including educational neglect and lack of supervision by sponsors. DoD Instruction 6400.2, "Child and Spouse Abuse Report," July 10, 1987, defines educational neglect and lack of supervision and includes them as subsets of reportable forms of maltreatment. DoD Directive 6400.1, "Family Advocacy Program (FAP)," June 23, 1992, states that it is DoD policy to prevent child abuse (and/or neglect), which includes the "deprivation of necessities." This encompasses "both acts and omissions on the part of the responsible person."

The disposition of an allegation of educational neglect or lack of supervision involving a military sponsor who home schools his or her children must be based on the facts of the individual case and not based on the fact that the dependents are home schooled. It is recommended that installation commanders be proactive when faced with incidents involving school age dependents who are left unattended for long periods of time, who loiter at the MWR facilities or fast food areas, or who engage in disruptive behavior during core school hours. It is suggested that installation commanders, in consultation with their local command counsel, may choose to deal with these issues by: (1) ensuring that sponsors are aware of their dependents' behavior; (2) referring such matters to the FAP for investigation; (3) withdrawing command sponsorship and requiring early return of dependents; and (4) disciplining sponsors.

Overseas installation commanders are responsible for informing members of their commands about the educational options (i.e., DoD schools, public/private host nation schools, or home schools) available to military and civilian sponsors in overseas areas. However, installation commanders lack legal authority to review, assess, and approve/disapprove specific home school programs used by military dependents eligible to attend DoD schools in overseas areas.

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Overseas installation commanders should ensure that families with dependents eligible to attend overseas DoD schools on a space-required, tuition-free basis, but who elect to home school their children, are apprised of their dependents' eligibility to use and receive auxiliary services from DoD schools, pursuant to 20 U.S.C. 926(d).

Overseas installation commanders are responsible for supporting the right of military parents to educate their children in home school settings. In overseas areas that have limitations on home schooling that are not clearly defined, installation commanders can support military families by reporting through command channels any home schooling difficulties encountered from host nation or local officials.

Overseas installation commanders should process all disciplinary matters involving a home schooled dependent in the same manner that such matters are processed for a dependent attending a DoD school. Home schoolers are expected to comply with the same installation standards of conduct that are applicable to students enrolled in DoD schools.

For use at: November 6, 2002, DEC Meeting
Prepared by: Michael Russell, DoDEA Deputy General Counsel

NOV _ 6 2002

Office of the Director

02-OD-02

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
POLICY MEMORANDUM

Home Schooling

This Policy Memorandum supersedes all previous policies on home schooling issued by the Department of Defense Education Activity (DoDEA). It applies to DoD dependent students eligible to attend a DoDEA school on a space-required basis in the Department of Defense Dependents Schools (DoDDS) and on a tuition-free basis in the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) systems.

It is DoDEA policy neither to encourage nor discourage DoD sponsors from home schooling their minor dependents. DoDEA recognizes that home schooling is a sponsor's right and can be a legitimate alternative form of education for the sponsor's dependents.

A host nation, state, commonwealth, or territory where a DoD sponsor is stationed may impose legal requirements on home schooling practices. DoDEA encourages DoD sponsors who wish to home school their dependents to communicate their desire to their commanders to determine if there are any command policies or other rules ensuring that home schooling practices meet host nation, state, commonwealth, or territory requirements. Sponsors are responsible for complying with applicable local requirements.

DoDEA schools will provide and offer home schooled DoD dependents classes and/or special education services, consistent with existing regulations and policy. Dependents of sponsors electing to take a single class or more must complete a registration form and comply with other registry procedures and requirements.

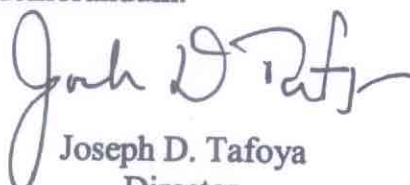
By statute, (20 U.S.C. 926(d), as amended by section 353 of PL 107-107) eligible dependents in overseas areas are entitled to receive specified auxiliary services from DoDDS. This Policy Memorandum implements this statutory provision for DoD dependents who are eligible to enroll in DoDDS on a space-required basis and administratively extends it to DoD dependents who are eligible to attend DDESS on a tuition-free basis. A DoD dependent who is educated in a home school setting but

eligible to enroll in a DoDEA school, shall be permitted to use or receive auxiliary services of that school without being required either to enroll in or to register for a minimum number of courses offered by the school. A DoD dependent who is home schooled may be required to satisfy other eligibility requirements as well as to comply with standards of conduct applicable to students actually enrolled in the DoDEA school who use or receive the same auxiliary services. Auxiliary services includes use of academic resources, access to the library of the school, after-hours use of school facilities, and participation in music, sports, and other extracurricular and interscholastic activities.

For the purposes of use or receipt of auxiliary services without enrolling or registering in DoDDS, a DoD dependent must be eligible for space-required enrollment as specified in DoD Directive 1342.13, "Eligibility Requirements for Education of Minor Dependents in Overseas Areas." For the purposes of use or receipt of auxiliary services without enrolling or registering in DDESS, a DoD dependent must be eligible for tuition-free enrollment, as specified in DoD Directive 1342.26, "Eligibility Requirements for Minor Dependents to attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS)." In both DoDDS and DDESS, eligible home schooled DoD dependents using or receiving auxiliary services or electing to take courses will not be charged tuition.

Proof of eligibility must be provided and will be maintained at the school where the dependent is receiving services or participating in extracurricular or interscholastic activities. Documentation establishing eligibility will not be maintained as a permanent record and will be returned to the sponsor when services are no longer being received, the dependent is no longer participating in extracurricular or interscholastic activities, or the school year ends, whichever is earliest.

Attached are Frequently Asked Questions and Answers related to the implementation of this Policy Memorandum.


Joseph D. Tafoya
Director

Attachment:
As stated

USAREUR Component Commander's Advisory Council (CCAC)
AGENDA ITEM

ISSUE: Kindergarten Reduced PTR

SUBMITTED BY: 26TH ASG, Heidelberg

BACKGROUND:

-Oct 01 CCAC (cancelled) agenda item

-Mar 02 Area Advisory Council will submit memo to DODEA recommending a POM for Kindergarten Reduced PTR to include required support (facility upgrades, specialists, furniture, staff).

RECOMMENDATION: None

DESIRED OUTCOME: Update

DEPENDENTS EDUCATION COUNCIL

June 7, 2001

ISSUE: Implementation of a Reduced Pupil Teacher Ratio (PTR) Plan in Kindergarten

BACKGROUND: DoDEA initiated a full day kindergarten plan for DoDDS and a reduced PTR implementation plan for grades 1-3 for DoDDS and DDESS in SY 99-00 for a cost of \$13, 869,000. Full implementation is expected in all schools by SY 09-10 for a total estimated cost of \$225,882,000. DDESS has already implemented full day kindergarten classes in all of its schools. USAFE has requested that DoDEA initiate a reduced PTR plan for DoDDS kindergarten classes with implementation to begin in the near future.

DISCUSSION: In order to adequately cover the expense of implementing full day kindergarten and reduced PTR plans in grades 1-3 in DoDEA schools, a funding source had to be identified. For example, funds were needed for hiring new teachers, buying new instructional materials and classroom equipment, identifying and constructing additional classroom space, professional development, and other necessary funding requirements. Implementation of a reduced PTR plan for DoDDS kindergarten classes would also require the identification of a new funding source. A variety of relevant factors must be taken into consideration before a decision to move forward with this proposal can be considered.

The current PTR for DoDEA kindergarten classes is 24:1, with an instructional assistant in every classroom. It should be noted that in the Commonwealth of Virginia, the PTR is 29:1, and in Fairfax County, the PTR is 28:1. The PTR in school districts throughout the country varies, but 24:1 is not out of line with the majority of districts surveyed.

There is a correlation in most recent studies between reduced class size and the positive implications on student achievement, with most of the data focusing on grades 1-12, where standardized test scores do improve as class size is reduced. However, since it is not common practice to administer such norm referenced and criterion referenced tests with kindergarten students, there is little evidence that test scores increase when kindergarten class size is reduced.

This consideration should be carefully reviewed before making a commitment to reducing the PTR in kindergarten in DoDEA. Without analysis of this data, it should not be automatically assumed that a reduction in the kindergarten PTR would have a positive impact on student achievement. It will be possible to review Terra Nova and DoDEA Writing Assessment scores for third grade students in reduced PTR classes this year, but the data is not available at this time.

Recommendation: Once we have adequately considered these important factors, if it is determined that a reduced PTR in DODDS kindergarten classes is justified, then a viable funding source would have to be identified. However, we would have to develop and receive a POM to appropriately fund such a project.

For use at: June 7, 2001 DEC Meeting

Prepared by: Francisco Millet, 696-4471 x 1969

USAREUR Component Commander's Advisory Council (CCAC)
AGENDA ITEM

ISSUE: Status of Student teachers

SUBMITTED BY: 80th Area Support Group, Chievres, Belgium

BACKGROUND:

Two student teachers from Northern Arizona University perform their student teacher practicum at SHAPE Elementary School each year.

80th ASG Central Processing Facility cannot issue a US ID card without some sort of status.

Housing, US ID cards, and privileges (and subsequent SHAPE ID cards and privileges) are always a problem, as the student teachers are not considered members of the force. They are neither DoD, GS, temporary employees, on TDY status, nor tourists.

This undefined status precludes them from obtaining a SHAPE ID Card and associated benefits such as MWR access.

Recommendation: Establish two DODEA Schedule B positions at SHAPE High School. The following excerpts from Army Civilian Personnel on Line describe the special appointment type.

"Positions excepted from the competitive service by OPM or by law are placed into three categories, Schedule A, B or C.

Schedule B positions are positions for which it is not practical to hold open competitive examinations, and the positions are not of a confidential or policy determining nature. The persons appointed to Schedule B positions do have to meet the OPM qualification standards for the position. Students in cooperative education programs are Schedule B."

DESIRED OUTCOME:

Assist SHAPE and DoDEA is establishing two Schedule B positions on the SHAPE Elementary School authorization/manning document which will confer Federal employee status upon the student teachers. This Federal appointment will allow the student teachers to obtain a SHAPE ID card. This authorizes tax-free gasoline, (assuming they have a car), housing via the SHAPE housing office if required, and SHAPE MWR benefits.

USAREUR Component Commander's Advisory Council (CCAC)
AGENDA ITEM

ISSUE: Education Review Helpful for Command Sponsorship Approval

SUBMITTED BY: 409th BSB

BACKGROUND:

- Minutes from October 17, 2001 409th BSB IAC (Issue initially raised by teacher representative): "Some students arrive in school, no records, may have been in alternative schools, need help, may have had violent behavior in past, schools had no idea of background, can take large portion of class time, sponsor may be young soldier—age 22—now in charge of brother 16 or 17, often hard to contact sponsor." IAC discussion and possible action: has been raised as issue by other schools. Schools would like input before Command Sponsorship given. Sometimes sponsor not forthcoming with education background data or may be totally unaware. Sponsor and school need to discuss before student enrolled—sponsor needs to be committed to spending time at school, command needs to be willing/knowledgeable that sponsor will be at school a lot. Soldier can be charged with circumvention—but this is unlikely. Idea is to let sponsor/command know what commitment will be, let them know what resources are available, and give schools an opportunity to be included in process. Important for family/command to know what services are available at the school and in the community.
- Schools report encountering difficulties with "Acquired Dependents" receiving command sponsorship with no education review. If soldier answers no to questions "any education problems" or "are you an EFMP member", no formal education review occurs.
- Soldier trying to do "right thing" for new family member may not be aware of help available and also not aware of amount of time required to assist with education of child.
- Usually first contact with school is after command sponsorship has been approved. Child and sponsor arrive at school without any education records. Child's prior history, needs, abilities unknown. DoDDS must accept child and then work out education plan specifics after the fact. If sponsor has contacted school in advance and coordinated with school, proper scheduling and services can be offered immediately.

DESIRED OUTCOME:

- Don't foresee saying no to soldier's request for Command Sponsorship. This may be child's last chance for an education; we certainly support, "no child left behind."
- Hate to add additional paperwork, additional steps to system, but recommend including formal education review before command sponsorship approved. Soldier would take education records (to include report cards, current complete IEP if applicable and any other school records) and visit with school authorities before

sponsorship approved. School could send back letter to command indicating meeting has occurred and a good education plan is in place.

- Would also be very useful if soldier visited ACS and obtained information on New Parent Support Team, Parenting Classes, Financial Information, EFMP and other programs that could assist in the new education responsibility. Critical for sponsor/parent of new teenage family member.
- Soldiers and Commanders aware of education responsibilities and time commitment necessary to assist with education of "acquired dependent." Soldiers and Commanders aware of resources available to assist with child's education.
- Schools and teachers aware of educational and behavioral background of child in order to immediately offer proper and complete assistance.
- Additional information available from 409th BSB School Liaison Officer

"School" Steve Vojtecky
409th BSB School Liaison Officer (SLO)
Safety, Respect, Engaged Learning
DSN 476-1770
FAX 476-2821
steve.vojtecky@cmtymail.100asg.army.mil



DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY, EUROPE, AND SEVENTH ARMY
THE DEPUTY COMMANDING GENERAL
UNIT 29351
APO AE 09014

AEAGA-ACES

DRAFT-DRAFT-February 2003

2nd Version DRAFT MEMORANDUM From 409th BSB SLO (not for distribution)

SUBJECT: Command Sponsorship for Acquired Dependents

1. Following policy is in effect upon signature concerning command sponsorship.
2. Summary. Current policy allows command sponsorship to be granted to family members under certain conditions when they join SM after SM has arrived in command. This policy reaffirms existing policy and practices and adds the additional requirement of Education Review for acquired dependents under age 21.
3. Definitions. An acquired dependent is defined as family member without command sponsorship who will join or has joined SM after SM has arrived at overseas command. An acquired dependent is usually not directly related to SM by birth and has joined SM family through marriage, adoption, initial custodial decree or change of custody. This definition is not exclusive and local commanders should consider expanding the definition if they feel it may be warranted. Education Review is defined as completion of all required forms; discussions between SM, command and schools; and education commitments made with soldier, acquired dependent family member, schools and commands.
4. Required Forms. DA Form 4187 (Personnel Action), Section IV, "Remarks," will now include statement "Education Review" with supporting document from soldier and school as enclosure. A copy of this policy letter will be included in each application.
5. Purpose. The goal of this policy is a successful school transition for a dependent acquiring command sponsorship after the sponsor has been located overseas. A successful transition involves planning, preparation and follow up that involves the SM, Command and gaining school and open and full communication at all levels.

By regulation AR 55-46, a commander can approve command sponsorship under certain conditions and "after a reasonable amount of time has past." Currently general requirements for approval of command sponsorship include: sponsor has current legal custody of child; and Form 4187 (Personnel Action) and Form 5888R (Family Member Deployment Screening Sheet) are completed. This regulation adds an additional requirement identified as Education Review and highlights the importance of existing regulations and practices already in place.

6. Duties:

a) School Liaison Officers (SLO) will assist soldiers, family members, commands and schools in implementing this policy and ensuring successful student transitions. SLO can also assist with links to community resources especially ACS and EFMP coordinators.

b) Soldiers will complete required forms and attach at least the most current school education report (a recent report card with grades). Other education reports as available should be included and a notation made if an IEP (Individual Education Plan) is in place. Soldier will meet with gaining school personnel and obtain letter from gaining school indicating that the student's education transition has been discussed and an education plan is in place. Letter can be brief or long but should include statement: "We will support (student's name) in obtaining highest student achievement at (name of school)." Statement should be signed by soldier and school administrator and included in command sponsorship application as an Education Review enclosure.

c) Reviewing Commanders before approving command sponsorship, at unit, Battalion, and other levels will ensure that:

1) Complete packets are forwarded including completed forms 4187 and 5888-R and that proposed sponsor has legal custody of the child at time of application and that dependent has satisfactorily completed an overseas screening.

2) Education review has occurred and that soldier has consulted with school and presented school with records and support letter from school is in application. Intent is not that principals and schools will approve command sponsorship—just that a consultation has occurred and sponsor has met with local school to review child's education records and availability of needed services in the school.

3) Commands are committed to supporting soldier with new parent responsibilities and have discussed availability of support services from community agencies such as Army Community Services. Services can include classes, counseling and EFMP support. An agreement should exist between soldier and command that soldier will be able to provide necessary extra support to acquired dependent.

d) PSB will verify current legal custody and approve or forward complete applications as required.

e) DoDDS will openly and frequently consult with SM prior to approval of command sponsorship and after approval. DoDDS, using all possible resources, will develop and with sponsor's assistance implement a complete education plan geared toward the student's highest academic and social achievement.

7. Policy Intent. This policy encourages SM and Commands to fully utilize the wide array of community resources to assist with a successful transition for an acquired dependent. Soldier can directly contact SLO, ACS and/or school for assistance. Because of the possibility of education issues, contact by the soldier with the school is essential before child is enrolled. It is

possible that services for a particular child are not available or are not immediate available. However past experience has been that given the required "reasonable amount of time" a successful education plan can be developed. The key elements are advance notice, availability of education records and communications.

8. The point of contact is Mr. Scott A. Haines, School Liaison Officer, USAREUR, telephone, DSN: 370-3939, COM: 06221-57-3939, from CONUS: 011-49-6221-57-3939, or Fax DSN: 370-8993, email: hainess@hq.hqusareur.army.mil.

MICHAEL L. DODSON
Lieutenant General, USA
Deputy Commanding General

DRAFT DISTRIBUTION:

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Commander, 6th ASG

Commander, 22d ASG

Commander, 26th ASG

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Commander, 98th ASG

Commander, 100th ASG

Commander, 104th ASG

Commander, ERMIC

Office of the Director DoDDS Europe, CMR 443, APO AE 09096

USAREUR Component Commander's Advisory Council (CCAC)
AGENDA ITEM

ISSUE: Proposal to designate Vilseck as a Level IV Exceptional Family Member Program (EFMP) community.

SUBMITTED BY: 100th ASG

BACKGROUND:

- USAREUR proposed that Vilseck be designated as a Level IV EFMP community for soldier assignments based on the following premises:
 - Assignment opportunities for soldiers with Exceptional Family Members will increase.
 - Resources will be provided to accomplish personnel hiring actions and facility upgrades prior to the designation.
- Cost estimate to upgrade facilities and staff to ideal levels to support Level IV is \$5.79M.
- Coordination and planning between DoDDS, Medical, and Family Support activities is required to accomplish facility upgrades, increased staffing and staff training.
- DA/DoDEA was to determine the status of Vilseck as a Level IV community subsequent to the FY 02 Christmas holidays. This determination has not yet been made hindering the planning required to make a successful transition to a Level IV community.

DESIRED OUTCOME:

- Confirmation of the decision to designate Vilseck as a Level IV EFMP community.
- Guidance regarding resources available to facilitate the transition to Level IV.



AEAGA (608-75)

Feb 14 2001

MEMORANDUM THRU COMMANDER, COMMUNITY AND FAMILY SUPPORT CENTER,

ATTN: CFSC-SF-A, SHIRLEY BROWN,
4700 KING STREET, ALEXANDRIA, VA 22302-4418

FOR OFFICE OF THE ASSISTANT SECRETARY OF DEFENSE,
ATTN: DR. REBECCA POSANTE, OFFICE OF CHILD DEVELOPMENT
AND
YOUTH, MILITARY COMMUNITY AND FAMILY POLICY, 4000
DEFENSE
PENTAGON, WASHINGTON D C 20301-4000

SUBJECT: Revision of Department of Defense (DOD) Directory of Special Services in Overseas Locations for Children with Disabilities - SY 2001-2002 and SY 2002-2003

1. Reference: DOD Memorandum, Department of Defense (DOD) Directory of Special Services in Overseas Locations for Children with Disabilities - SY 2001-2002, 4 Oct 00.
2. In order to meet the Army Chief of Staff (CSA) priority fill initiative in Europe and to maintain a well trained fighting force in the European Theater, it will ultimately be necessary to increase the number of Level IV DoDDS Schools in USAREUR. Currently, the 1st Armored Division (1AD) and 7th Army Training Center (7th ATC) do not have access to a Level IV community, making pinpoint assignments to those areas difficult. The communities of Baumholder and Giessen/Friedberg comprise approximately 70% of 1AD's authorizations. The communities of Vilseck/Grafenwoehr/Hohenfels incorporate all 7th ATC authorizations and a portion of 1st Infantry Division (1ID).
3. United States Army Europe (USAREUR) has studied the requirement for Category IV schools in all communities to determine if changes to the current locations should be made, if additional schools are needed, and what impact additional schools will have on the recommended communities. The study concluded that all the current category IV schools located in the Kaiserslautern, Mannheim, Hanau and Wurzburg communities should be retained. All but Hanau are located near Military Medical Treatment Facilities and support those category IV students with both medical and educational requirements.

AEAGA

SUBJECT: Revision of Department of Defense (DOD) Directory of Special Services in Overseas Locations for Children with Disabilities – SY 2001-2002

4. USAREUR will recommend the addition of two Category IV schools in the communities of Vilseck and Baumholder for school years 03-04. However, due to the costs required to bring communities into compliance with the Americans With Disabilities Act (ADA) and needed additional resources to Educational Developmental Intervention Services (EDIS), medical clinics, youth services, DoDDS facilities, Army Community Service (ACS) and other community facilities, it is USAREUR's recommendation that no change be made to the number or location of the current Category IV schools for school years 01-03.
5. USAREUR has over 6,879 soldiers or 13% of its assigned strength enrolled in the Exceptional Family Member Program (EFMP) and the number continues to escalate with each Enlisted Distribution Assignment System (EDAS) cycle. Based on DA PERNET Data, USAREUR had 7,028 family members enrolled in August of 1998. By August 2000 that number had increased to 8,656 family members. As a result of the increased number of EFMs in Europe and the requirement to fill combat units at 100%, additional Category IV schools will ultimately be required. To accomplish this, communities must be resourced and the implementing plan must be phased to ensure services are available to accommodate EFMs and to minimize community disruption.
6. Request your assistance to coordinate/sponsor an initiative in an FY 02 Readiness Supplemental or in the mini-POM 03-07 cycle to secure additional resources for USAREUR in line with increased need for Category IV schools. We will work with your staff to develop estimates.
7. Points of contact for this action are Col. Lamont Olsen, Europe Regional Medical Command, Director EFMP/EDIS, DSN 371-3380, and Mildred Skidmore, USAREUR EFMP Manager, DSN 370-8916.

ORIGINAL SIGNED

PATRICIA P. HICKERSON
Major General, USA
Deputy Chief of Staff,

Personnel

CF:
HEADQUARTERS, U.S. ARMY MEDICAL COMMAND, ATTN: MCHO-CL-H,
AUDREY
ARDISON, 2050 WORTH ROAD, FORT SAM HOUSTON, TEXAS 78234-6000

Army in Europe Exceptional Family Member Program Action Plan

Actions	Responsible Agency	Delivery Date	Principle Coordination	Indicators of Success	Status	Comments
.5.2.1 Revise DoD Directory	ERMC	SY02/03	ERMC/IPC/IMA-E EFMP/DoDEA	Additional communities receive Category 4 students	1. Subcommittee formed. 2. Rec. of add'l commun. 3. Staff in rec cmty's 4. Present to OC 5. Present to DoD 6. DoD approval of additional cmty's	1. Complete 2. Complete 3. Complete 4. 5 Oct 00 5. Sent to DoD 6. Sent to DoD 14 Feb 2001 7. Next step:
.5.2.1.1 Complete data collection for proposed revision of DoD Directory and determine additional resources at DODEA required for Cat 4 schools.	DoDDS-E	S: _____	ERMC, EDIS, IPC, IMA- E ENG and Housing, IMA-E EFMP	Assessment of Cat 4 schools	1. Data collection completed. (Tab B) 2. Recommendations for additional resources to Level 4 schools/communities completed 3. Presented to Oversight committee.	1. Complete 2. Complete 3. 28 Aug 02 Discuss follow up actions re: Cat 4 Schools Report Recommendations
.5.2.2 Identify school specific footprint on orders.	IPC	Ongoing	IMA-E Housing/ERMC/ DODDS/IMA-E EFMP	Schools, Medical and Housing are connected w/IPC	Footprint is on orders. Complete Develop system to Monitor/track footprints	Is the school footprint on orders helpful for housing personnel?
.5.2.3 Determine requirements of medical community to accommodate Category 4 schools	ERMC-EFMP	Longterm	IMA-E ENG IMA-E RM IMA-E EFMP MWRD-CYS	Medical Staffing Standards	Medical Matrix updated (6 mos.) Letter sent to Fac. Man. requesting space for additional key positions. Staff Study measuring workload with EDIS.	Identified IV Key positions: OT, Child Psychologist, (Vilseck) Pediatrician, Child Psy. And Adult Psy at Health Clinic in nearby community.(ERMC/Do DDS-E Working) Status:

EUROPEAN SCHOOLS COUNCIL MEETING
October 3, 2002

SUBJECT: Extra Duty Pay Compensation for substitute teachers and non-DoDDS employees.

BACKGROUND: DS Regulation 5550.9 governs payment for TP employees and substitute teachers performing extra-curricular duties, and therefore prohibits substitute teachers from receiving equal pay. This regulation also prohibits non-TP or non-DoDDS employees from assuming, and therefore receiving pay, when performing extra-curricular activities. Currently, Principals have the right to determine pay category for each position.

DISCUSSION: On 28 Aug. 02 a working group met and identified the following issues:

- EDC rates are different for teachers and substitutes.
- DoDDS does not compensate non-DoDDS persons for services rendered in an EC position.
- Pay for the same position varies from school to school.

RECOMMENDATIONS:

- Rewrite/update regulation 5550.9 to provide equal pay for all persons performing EC duties and establish methods to pay all persons (personal services contract).
- Establish pay "bands" for every extra-curricular position. Remove hourly reporting requirements.
- Determine future policy on allowing non-DoDDS persons to perform an extra-curricular activity without a DoDDS person. Considerations: communication w/ schools, accountability, responsibilities, legal ramifications, back ground checks, deployments)
- Develop current list of activities provided by schools
- Rewrite job descriptions for each position
- Separate positions into two groups - positions w/ student contact; positions w/o student contact (ex.: SAF Bookkeeper; SILT)
- Redesign application.
- Design guidelines on selection process of applicants for Principals.

ATTACHMENTS: DS Regulation 5550.9

SUBMITTED BY: Karen Seadore, ISS – Physical Education and Athletics

INFORMATION PAPER
DISTRICT SUPERINTENDENTS' MEETING

27 - 28 FEBRUARY 2003

SUBJECT: DoDDS-Europe Bus Security Attendant Program (BSAP) -- Update

DISCUSSION

BSAP assigns professionally selected, -trained and -managed adults to school buses, primarily to oversee student security, and secondarily to further student safety/discipline. BSAP establishes an area-wide baseline of proactive threat awareness, detection and deterrence; emergency response; and safety support. BSAP is a security initiative funded by DoD's Combating Terrorism program.

Since your mid-November 2002 meeting, we have moved forward with the process of selecting commercial contractors to implement the program. We are on track to complete the process.

Main up-coming milestones are:

- Source Selection Decision 14 March
- Award Contracts 28 March
- Contractors Deploy and Begin April-May
- Contractors Implement Program May-August
- Program On-Line September

We believe that BSAP operations will come on line community-by-community commencing in May; our objective is a full program operation at the opening of SY 2003-04. As each community level operation comes on line and DoDDS-Europe is collectively satisfied with the contractor's implementation, we will then hand off program administration to you.

Here are the major planning contingencies:

- Iraq War -- Will have an impact and it could change everything; we will have to be flexible and adjust when the time comes and we see the impact.
- Implementation Priorities -- BSAP's \$9 million annual budget will not fund security attendants on anything close to 100 percent of regular daily commute routes; therefore, choices will have to be made.

Bahrain and Turkey are the first priority and at 100 percent because the terrorist threat to U.S. interests in both countries has been higher on average over time.

In all other countries, the threat has tended to go up and down and has been comparatively lower on average over time; therefore, threat level does not solely drive the decision as it does in Bahrain and Turkey.

Since we cannot afford 100% coverage, implementation will be as a percentage of regular daily commute routes; we will determine the percentage by the number of security attendants deemed affordable within available program funds; the affordability question, or the percentage, will be answered by the source selection decision.

There are a number of options and combinations for implementing the percentage.

One is by randomized rotation of security attendants among an assigned number of routes; for example, if the percentage were 33, then each security attendant would rotate among three routes.

Another is by assessed route risk factors, high to low.

Ultimately, you will decide the question.

- Program Administration -- Each district will require a program manager who will serve as the contracting officer's representative (COR). Each school bus office/community will need a quality assurance evaluator (QAE). We have discussed these requirements preliminarily with district transportation supervisors and safety and security officers. Who is appointed COR and QAE is your decision and one that needs to be made soon. We will formally ask you for your decision as we near the contract award date.

SUBMITTED BY: Terry R. Fuglsang
Chief, DoDDS-Europe Logistics Division

DISTRICT SUPERINTENDENTS' MEETING
February 27-28, 2003

SUBJECT: School Bus Automated Vehicle Location (AVL) System Initiative - Update

DISCUSSION: Our previous Information Paper advised that we were finalizing the Functional Specification for DEPO procurement of AVL for DoDDS-Europe and DDESS-Antilles buses. Since then, DDESS pulled out of our procurement, wanting additional time to assess requirements against the capabilities/limitations of the Puerto Rico WAN. Milestones completed are:

- 27 November 2002 Request for Proposal released; posted on Internet at FedBizOpps
- 12 December 2002 Pre-Proposal Conference; ten firms attended as potential offerors
- 10 January 2003 Solicitation closed; two firms submitted offers
- 14 January 2003 Source Selection Evaluation Team met for technical evaluation

The technical evaluation team found both offers disappointing. Both had a significant number of areas needing clarification, plus deficiencies where basic requirements were not addressed. An added complication is the separate, 3-week technical review by Defense Information Systems Agency, Europe under the DoD Information Technology Security Certification and Accreditation Process (DITSCAP). Offerors have been given a month to prepare and submit responses to our Clarification Requests and Deficiency Reports, revising their proposals to meet all technical and information security requirements. Given the work needed on the initial offers, DEPO had to revise their timeline for the worst case (face-to-face discussions, etc.) as follows:

- March 2003 Second round technical evaluation; DITSCAP review begins
- April 2003 Discussions; final evaluations; best-and-final-offers requested
- May 2003 Source Selection Authority decision; contract award

With AVL fielding to begin late spring and continue through the summer, Superintendents must decide who is to be their district's AVL program manager/Contracting Officer's Representative to oversee the school bus AVL program once it is implemented in each School Bus Office. Also, agreements must be reached with communities on monitoring, managing, and operating the system, and for support and emergency response.

RECOMMENDATION: Continue procurement to put AVL locators on DoDDS-E buses; districts nominate their AVL program manager/COR.

ATTACHMENTS: None

SUBMITTED BY: Terry R. Fuglsang
Chief, Logistics Division

USAREUR Component Commander's Advisory Council (CCAC)
AGENDA ITEM

ISSUE: CDC Survey of Youth Risk Behaviors

SUBMITTED BY: 22nd ASG

BACKGROUND:

- CDC Youth Risk Behavior Survey was administered by ASACS (Adolescent Substance Abuse Counseling Services) to grades 9-12 through DoDDS-E high schools in 1999. Implementation of the survey was the result of numerous requests from commanders to know more about risk behaviors in their communities.
- DoDEA notified schools in 2000 that the survey was administered without OMB authorization, and that the collection of information must be discontinued immediately.
- Dr. Roger Volk, quality assurance/operations manager for ASACS in Heidelberg, submitted a lengthy research protocol to DoDEA justifying the purpose of the survey to be forwarded for OMB approval in summer, 2001. DoDEA concurred, but did not forward to OMB.

DESIRED OUTCOME:

- Recommend that ASACS resubmit the required justification through DoDEA to OMB for approval.

USAREUR Component Commander's Advisory Council (CCAC)
AGENDA ITEM

ISSUE: School Liaison Officer Placement

SUBMITTED BY: DoDDS Europe

BACKGROUND:

- DoDDS-Europe has seen great improvement in communication and problem resolution at installation, BSB, ASG and the USAREUR levels since the establishment of School Liaison Officers in 1998.
- With the re-organization of SLO's into the IMA chain of command, concerns have arisen about access to commanders by principals and superintendents.

DESIRED OUTCOME:

- That the USAREUR, ASG, and BSB School Liaison Officers continue to provide communication between all DoDDS-Europe organizational levels and Commanders without intermediate screening.

USAREUR Component Commander's Advisory Council (CCAC)
AGENDA ITEM

ISSUE: Family Care Plans

SUBMITTED BY: DoDDS Europe

BACKGROUND:

- Family Care Plans for deploying service members emphasize the identification of providers but do not require the identification of school placement or other educational plans for children who are placed in the care of others during the parent's absence. While this normally is not an issue, cases have arisen in which the servicemember has identified a provider(s) in a location not served by DoDDS and/or where there are no schools that provide instruction in English.
- DoDEA does not provide financial or other support for private school enrollment when the servicemember chooses to place the child(ren) in OCONUS locations. Tuition rates in these locations are generally very high and unless arrangements are made to provide home schooling by the provider, the potential exists that children may not be enrolled in school by the parent during the period of deployment.
- Commanders approving care plans must consider education opportunities for dependents where they will be living. If DoDDS schools or public schools are not available member must be advised they could incur tuition costs.

DESIRED OUTCOME:

- That family care plans be modified to require either identification of school arrangements or that the servicemember acknowledge that tuition support will not be provided for private school enrollment. Alternatively, unit leadership should take aggressive steps to ensure that soldiers are aware of this limitation.

USAREUR Component Commander's Advisory Council (CCAC)
AGENDA ITEM

ISSUE: Early registration assistance

SUBMITTED BY: DoDDS Europe

BACKGROUND:

- At the beginning of SY 2002-2003 the following issues related to the registration of all students and the management of space available enrollments were raised by the DoDDS-Europe Heidelberg, Kaiserslautern and Bavaria districts
- 1) **Hierarchy of Categories:** Challenges were raised by servicemembers who argued that because they are in the DoDEA Space Required enrollment category, that they should receive preference over Space Available students when requesting exceptions to school commuting zone requirements regarding the priority of placing Space Available students. This would result in the possible denial of enrollment for long-term students (e.g. locally hired DoD employees) based on individual circumstances such as childcare needs and proximity of the parent's place of work to the school.
- 2) **Enrollment Management:** Decisions of whether or not a Space Available student would be enrolled were made late in the summer. This was due in large part to questions regarding the accuracy of enrollment projections.
- 3) **Commuting Zones/Plans:** Requests/suggestions were made by parents and commands that DoDDS should begin to base school feeder/catchment areas based on place of work and child care facilities in military communities
- 4) **Duration of Exception Feeder Plan Approvals:** Families who had been granted an exception to the Commuting Zone requirements have been required to re-submit requests on an annual basis giving rise to uncertainty for students.

DESIRED OUTCOME:

DoDDS-Europe developed strategies (attached) to answer each of these concerns which were subsequently coordinated with USAREUR, USNAVEUR and USAFE. Command support for school registration programs and efforts in the spring of 2003 is critical to the success of these strategies. Commanders are asked to take steps to ensure the participation of parents in registration.

USAREUR Component Commander's Advisory Council (CCAC)
AGENDA ITEM

ISSUE: At the beginning of SY 2002-2003 there were a variety of issues related to the acceptance of space available students.

BACKGROUND:

On September 6, Assistant Superintendents from the Heidelberg, Kaiserslautern and Bavaria districts met to discuss Lessons Learned and Questions Raised regarding the management of space available enrollment requests. The Assistant Superintendents identified the following issues as requiring clarification and the establishment of common practices throughout DoDDS-Europe:

- 1) **Hierarchy of Categories:** While the definitions provided in DoD Instruction 1342.13 are reasonably clear, challenges were raised by servicemembers who requested exceptions to feeder plan regarding the priority of placing Space Available students. The servicemembers argued that because they are Category I (Space Required, Tuition Free) that they should receive preference over Category 2-4 students. Additional arguments were made regarding childcare needs, place of work, and other circumstances unique to specific communities and commands.
 - **Recommendation 1:** Requests for Exception to Feeder Plan will be considered to be Category 3-F (Space Available – Tuition Free) and will be placed after all Category 2 and Category 3a-3e have been accommodated.
 - **Recommendation 2:** Within Category 3-F, requests for Exception to Feeder Plans will be accommodated after all other students normally classified as 3-F have been placed (i.e. Minor dependents of DoD civilian sponsors who are U.S. citizens, who work full time, are paid from appropriated funds, and who are not assigned overseas pursuant to a transportation agreement. They may or may not be entitled to a living quarters allowance at the "with dependent" rate.) Other decisions regarding the priority for Exception to Feeder Plan requests will be based on the sponsor's original category.
- 2) **Enrollment Management:** Decisions of whether or not a Space Available student would be enrolled were made late in the summer. This was due in large part to questions regarding the accuracy of enrollment projections.
 - **Recommendation 3:** Given that DoDDS enrollment projections have proven to be basically accurate and that our "worst fears" regarding excessive Space Available requests were not realized in SY 2002-2003, DoDDS-Europe should be able to accommodate students currently enrolled as Category 2 and 3 (Space Available) on an ongoing basis, i.e. commitments to sponsors in these two categories should be made as early as the end of the school year.
 - **Recommendation 4:** DoDDS-Europe Districts will review and develop projections procedures to promote greater accuracy and confidence in enrollment projections.

USAREUR Component Commander's Advisory Council (CCAC)
AGENDA ITEM

- **Recommendation 5:** Availability of Category 3-F Request for Exception to Feeder Plan and Category 4 enrollments will be determined as soon as possible but no later than the 4th day after the start of the school year. Until that determination is made by the principal or Superintendent, sponsors should be made to understand that enrollment is not authorized and that they should make alternative arrangements.
 - **Recommendation 6*:** To the greatest extent possible authorization for students currently (SY 2002-03) enrolled in Categories 2-4 and for students in these categories for whom enrollment is authorized in years subsequent to 2002-2003 will be for the duration of the sponsor's overseas assignment.
- 3) **Feeder Areas/Plans:** Requests/suggestions were made by parents and commands that DoDDS should begin to base school feeder/catchment areas based on place of work and child care facilities in military communities
- **Recommendation 7:** The only way that DoDDS schools and districts can practically manage feeder zones is based on living quarters. Each district will review and validate existing feeder areas and will coordinate, inform, and communicate this information with installation housing authorities and school liaison officers.
- 4) **Duration of Exception Feeder Plan Approvals:** Once an exception to feeder plan is granted there does not appear to be cause to deny this exception in following school years.
- **Recommendation 8:** All Exceptions to Feeder Plan granted by Districts for SY 2002-03 will extend through the sponsor's DEROS with the exception of the Kaiserslautern District where exceptions authorized for SY 2003-04 will extend through the sponsor's DEROS.
 - **Recommendation 9:** Kaiserslautern will make determinations for SY 2003-04 Exceptions to Feeder Plan in coordination with KMC Commanders/School Liaison Officers.
- 5) **Long Term/Policy Issue:** With the growing number of Category 2 personnel (Space-Available, Tuition Paying (Federally Connected), the basis of enrollments and categories of enrollments outlined in 1342.13 has changed.
- **Recommendation 10:** DoDEA should review the designation of Category 2, Space-Available, Tuition Paying (Federally Connected) to determine if this continues to be appropriate or if this should be changed to Space-Required, Tuition Paying (Federally Connected).

* This may not be possible under the existing statutes and regulations.

/ 5

USAREUR Component Commander's Advisory Council (CCAC)
AGENDA ITEM

ISSUE: Medical Coverage at Athletic Events

SUBMITTED BY: DoDDS Europe

BACKGROUND:

- In August 1998 the European Schools Council (ESC) agreed to the following standards for Medical Coverage at Athletic Events:
 1. All collision/contact sports (football, wrestling, and soccer) will have on-site medical personnel (generally understood to be an MD, RN, military Corpsman, or EMT etc) with an ambulance ON-CALL.
 2. All non-collision/non-contact sports (basketball, golf, cross-country, volleyball, tennis, track & field, softball) do not require on-site medical support. A DoDDS designated person with a cell phone and emergency numbers in hand will be present throughout these events. On Call medical personnel will be made aware of each event to insure the most rapid response possible if called.
- This was developed in coordination between EUCOM and the three services in response to a series of accidents at athletic events with the intent of defining what was acceptable and adequate coverage for events that involve significant physical contact.
- USAREUR subsequently issued guidance and resources to require the presence of an ambulance at any contact athletic events at USAREUR facilities and further stated that, "If either a medical provider or an ambulance cannot be provided, the contact sports event must be canceled." This has given rise to the potential for a variety of interpretations, different standards applied for different installations, and the possibility that an athletic event may be unnecessarily canceled or confrontation between local command personnel and the school administration.
- Additional questions have been raised by School Advisory Councils, District Advisory Councils and Commanders regarding the definition of contact sports which does not currently include basketball.

DESIRED OUTCOME:

Agreement on expectations for medical coverage be standard among all components. Based on recommendation from military medical authority, agreement should be reached regarding definition of contact sports.

USAREUR Component Commander's Advisory Council (CCAC)
AGENDA ITEM

ISSUE: Inclusion of Schools in Crisis Response and Casualty Assistance Notification Process

SUBMITTED BY: DoDDS Europe

BACKGROUND:

An accident or fatal combat incident will have impact beyond the immediate family to include members of the child's class as well and friends of the family. DoDDS schools are able to provide support to rear detachment commanders in these situations and for local installation security plans, crisis response, and casualty notification through student counseling, student care, and family support. It is also important that the school administration be aware of family incidents and other potentially traumatic situations to be able to maintain a safe and secure learning environment.

DESIRED OUTCOME:

DoDDS Principals should be a part of all installation planning teams for deployments, crisis response, casualty assistance and notification. At a minimum, the principal should be immediately notified whenever force protection conditions change or in situations of serious injury or death of a family member.



HEADQUARTERS
UNITED STATES EUROPEAN COMMAND
UNIT 30400
APO AE 09131

ECJ1

27 Nov 02

MEMORANDUM FOR Col Ed Kringer, HQ USAFE/DP, Unit 3050 Box 25, APO AE 09094
CAPT Mary Dimmel, HQ NAVEUR, PSC 802, FPO AE 09499
COL Russel Santala, IMA, Unit 29353, Box 200, APO AE 09014

SUBJECT: USEUCOM Dependent Education Survey Results

1. The EUCOM J1 conducts a yearly EUCOM Dependent Education Survey to obtain information from parents on their satisfaction with their children's education. The results of our 2002 survey are in and I am happy to report that the results are very positive. Overall, 90% of parents are satisfied with DoDDS teachers and curriculum. However, parents did identify four major areas of dissatisfaction: a) extra-curricular activities, b) academic options, c) school discipline, and d) overall communication.

2. The results of this year's survey and subsequent plan of action were an item on the European Schools Council (ESC) 2 Oct 02 agenda. Since the meeting was cancelled, I seek your assistance in implementing this plan by having your Installation Advisory Councils/School Boards address the areas of parent dissatisfaction. To assist in this process, we have developed a standardized briefing to be presented to your IACs/School Boards by your local School Liaison Officers. Your advisory councils can address these concerns at the local level and, if necessary, forward issues which need ESC or DEC assistance. Progress can be reported back via the Component Commander Advisory Council throughout the year or as part of end-of-year reporting as required per DoDI 1342.15. We feel this method is the most appropriate given the nature and scope of community resources and local school involvement by installation commanders.

3. Thank you for your ongoing support in ensuring high quality family member education. The POC for these actions in ECJ1 is Pamela Smith, Chief, Community, Family and Education Branch, ECJ1-Q, 430-5336.

Enclosure
IAC Brief

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ROSE A. WALKER
Colonel, USA
Director, Manpower, Personnel
and Administration

CF:
Director, DoDDS Europe
European Schools Council Working Group

68

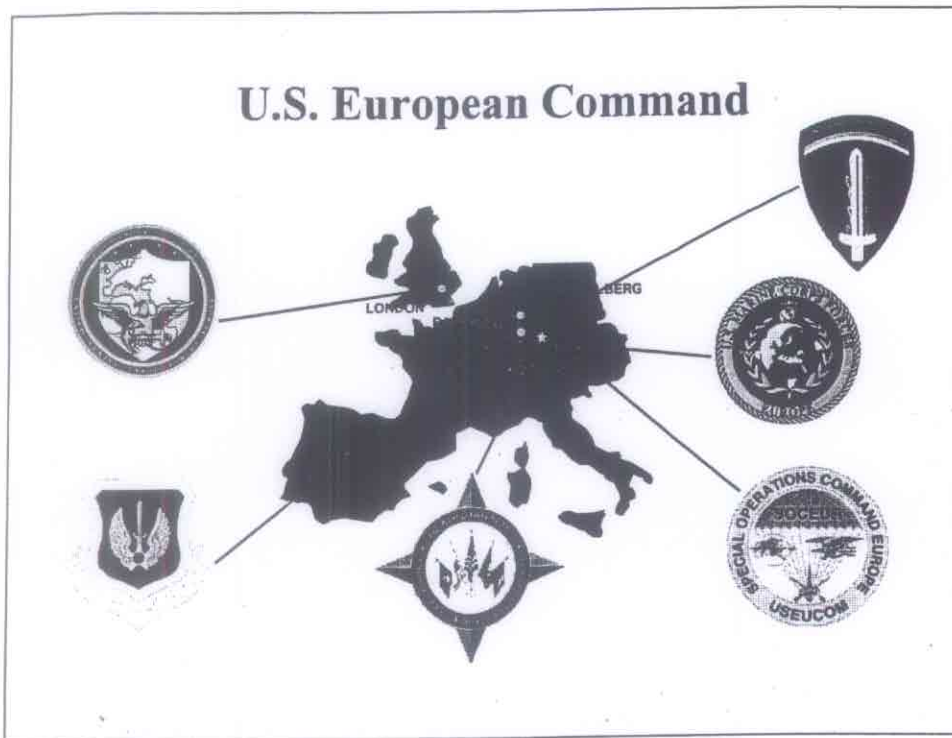
U.S. EUROPEAN COMMAND



Survey 2002 Results & Opportunities

****** This Briefing is UNCLASSIFIED******

Welcome to the U.S. European Command's Dependents' Education Survey briefing. We are pleased to announce that this year's survey results indicated parents are highly satisfied with the quality of education in Europe. The following slides outline the results of the survey and how you can help to make education even better for your children.



First, a reminder of the environment we all live and work in while in Europe:

EUCOM's MISSION: Military-to-Military Interface with 93 Countries

- We, like the rest of the military, are significantly smaller today than we were during the Cold War. Although we are smaller, we maintain a very formidable combat power, capable of deploying throughout our AREA OF RESPONSIBILITY and handling the gamut of potential military operations.
- We employ this power through the command structures established in our service components.

Area of Responsibility



- Current EUCOM AOR
- Added on 01 Oct 02
- CENTCOM AOR
- PACOM AOR

- 93 countries
- 50.1 million square km of land
- 217,000 km of coastline
- 1.43 billion inhabitants
- 30% of the earth's landmass
- 67% of the earth's coastline
- 23% of the world's population
- Challenges
 - WMD/Terrorism
 - New PFP countries
 - New democratic countries
 - HIV/AIDS

This is a BIG AOR.

The lifestyle of soldiers, sailors, airmen and marines is not what you would typically find in "Downtown America". These folks are frequently deployed, causing absences from the homes and disruptions to family and school routines.

As you know, events since September 11th have placed increased and new demands on all of us: commands, troops, spouses, students and teachers.

The expanded military mission will continue to be the new reality in the foreseeable future. Although there were some tough times early on, overall we responded magnificently to the challenges in making sure our schools were safe environments for learning. This was due to the wonderful support and cooperation from our teachers and our families, working closely with Force Protection personnel.

We need to continue good open communication to ensure an understanding and appreciation for our military mission.